DOCUMENT RESUME

ED 367 861 CE 065 935

TITLE	Reach and Teach. A Guide for Parents and Family Agencies. Learning Activities for Children from Birth to Five. A Section 353 Demonstration Project.
INSTITUTION	Pinellas County School Board, Clearwater, Fla.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[92]
NOTE	53p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Basic Skills; *Child Development; Intergenerational Programs; Learning Activities; *Literacy Education; Parent Child Relationship; *Parent Education; Parent Materials; *Parents as Teachers; Preschool Education; Program Guides
IDENTIFIERS	353 Project; *Family Literacy

ABSTRACT

This guide is designed to help facilitators tailor the Reach and Teach program to their clients' individual needs. Reach and Teach is a family literacy project designed to improve the parenting and basic skills of clients of family agencies in Pinellas County, Florida. The program emphasizes enhancing the parent's role as the child's nurturer and first teacher. Discussed first are the rationale for family literacy programs and factors motivating adults to return to school. General information on the Reach and Teach program is followed by tips to help facilitators introduce, present, and evaluate the program and conduct program follow-up. Presented next are the following: Reach and Teach vocabulary, a list of library partners and story hours, information on education for adults in Pinellas County, Reach and Teach resources, and various program forms. The remainder of the guide contains all the materials included in the Reach and Teach parent booklet: tips for reading to children and helping their language development; 37-item book list; 7 levels of developmental signals manifested by children from birth to age 5 along with steps parents can take to facilitate children's development; and selected songs, poems, and rhymes. (MN)

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ED 367 861

REACH AND TEACH

A GUIDE FOR PARENTS AND FAMILY AGENCIES

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LEARNING ACTIVITIES FOR CHILDREN FROM BIRTH TO FIVE

A Section 353 Demonstration Project
Pinellas County Schools
Adult and Community Education

CE 065 935

BEST COPY AVAILABLE

REACH AND TEACH
A GUIDE FOR PARENTS AND FAMILY AGENCIES

LEARNING ACTIVITIES FOR CHILDREN FROM BIRTH TO FIVE

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A Section 353 Demonstration Project

REACH AND TEACH
A GUIDE FOR PARENTS AND FAMILY AGENCIES

LEARNING ACTIVITIES FOR CHILDREN FROM BIRTH TO FIVE

Offered in Cooperation with

Bayfront Medical Center
Coordinated Childcare, Juvenile Welfare Board
Family Service Centers
Florida First Start
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Operation PAR, Inc. Child Development and Family Guidance Center
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of Adult and Community Education, ECIA Chapter I, Exceptional Education, and Pre-Kindergarten
READ Pinellas, Inc.
St. Joseph's Mother and Child Center
St. Petersburg Junior College
St. Petersburg Times
United Way
Urban League
Volunteers in Service to America (VISTA)
YWCA of St. Petersburg

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ACKNOWLEDGEMENTS

Allison, Christine. *I'll Tell You a Story, I'll Sing You a Song*
(An excellent collection of fairy tales, fables, songs and rhymes in one volume)

Ames, Louise Bates and Frances L. Ilg. *Your Four Year Old*

Cass-Boggs, Barbara. *Your Baby Needs Music*

Child Care Associates

Humanics, Limited. *Toddlers Learn By Doing*

Keller, Rosanne. *As a Child Grows*

Lewis, Barbara S. *A Good Beginning*

Munger, Evelyn Moats and Susan Jane Bowdon. *Child-Play*

Nisonger Center, Ohio State University. *Infant Stimulation Curriculum*

Pinellas County Department of Education for Exceptional Students/Florida First Start

Pinellas County Adult and Community Education. *Reading Together* and *Together We Learn*

St. Petersburg Junior College, Department of Social and Behavioral Sciences

Trelease, Jim. *The Read-Aloud Handbook*

Ulene, M.D., Art and Steven Shelov, M.D. *Bringing Out the Best in Your Baby*

Vonk, Idalee. *Story Telling with the Flannel Board*

White, Burton L. *The First Three Years of Life*

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REACH AND TEACH
A GUIDE FOR PARENTS AND FAMILY AGENCIES
LEARNING ACTIVITIES FOR CHILDREN FROM BIRTH TO FIVE

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A WORD TO THE FACILITATOR

REACH AND TEACH is a family literacy project developed by Pinellas County Schools' Adult and Community Education department in cooperation with your agency and others in the community. The project is designed to improve the parenting and basic skills of your clients in order to foster learning among their children. A literacy component will be included in your agency's current parent programs.

REACH AND TEACH addresses the needs of the total family unit with emphasis on enhancing the role of the parent as the child's nurturer and first teacher. The project recognizes that "getting ready for school" is a continuing process that starts in infancy. Parent/child involvement activities are keyed to the young child's developmental level and promote physical, social, intellectual and language growth. Adult literacy programs in Pinellas County focus on specific skills in reading, writing, computing and problem solving. Your agency will be a partner in the existing enrollment and referral system for those parents expressing an interest in furthering their own education.

The facilitator's guide includes all the activities in the parent booklet, found in the second section of this manual, and suggestions for implementing the project with your clients. Sessions with parents can be in group settings or in the individual homes.

You, the facilitator, are the key to making REACH AND TEACH work. You know your clients and their needs and can tailor sessions appropriately. No person is in a better position to comprehend the many demands facing the clients you serve. Possibly your primary task is to motivate them to make literacy and learning a natural part of everyday family life. Along with practical suggestions, you will give encouragement and support. Your efforts are sure to have a positive impact.

WHY HAVE FAMILY LITERACY PROGRAMS?

1. Parents want a good life for their children.
2. Early intervention can prevent life problems caused by illiteracy.
3. Families will participate in educational programs when they see the practical value.
4. Families and society benefit from increased economic independence.

WHAT MOTIVATES ADULTS TO GO BACK TO SCHOOL?

1. Educational goals such as a diploma or degree
2. Desire for self improvement to enhance self-esteem
3. Need for basic skills to cope with daily living
4. Community and church involvement
5. Employment or economic need
6. Family responsibilities
7. Constructive use of time/personal interest
8. Job advancement
9. Major life decisions such as marriage or parenthood
10. Influences of friends, family or co-workers

-From a study conducted by the state of Iowa, reported in *ACE Report*

GENERAL INFORMATION

- The facilitator will assist parents in their role as their child's first and most influential teacher.
- There are nine developmental levels ranging from birth to five years.
- Emphasis is placed on developmental level, not age.
- The parent booklet contains developmental signals and appropriate activities, many of which can be continued in later levels.
- Facilitators and parents should understand that the writers have chosen to alternate the use of "his" and "her" rather than use the cumbersome his/her.
- Activities work equally well for boys or girls regardless of the personal pronoun used in the level.
- Efforts were made to keep the reading level of the parent booklet low enough to be understood by most of the participating parents.

TIPS FOR FACILITATORS

NOTE: The ideas below pertain more to group sessions. Make adjustments for individual in-home training.

PREPARATION

1. Decide which individual clients or groups to include in the training.
2. Schedule the specific time(s) and place(s).
3. Make arrangements for publicity, if needed.
4. Select a developmental level which best fits the participating families.
5. From the parent's booklet, choose the activities you want to present. Consider those with which you are comfortable.
6. Familiarize yourself with each activity.
7. Plan how you will use the scheduled time. Make an outline with enough detail to assure you of what you expect to do from the first moment to the last. Even though you may find it advisable to revise your plan as your presentation unfolds, it will boost your confidence.
8. Assemble the materials and books you will use. Arrange for and verify outside resources such as libraries or guest speakers.
9. Get a sign-in sheet and evaluation forms ready. Have sufficient parent booklets.
10. STOP. Think about your clients. Believe you can make a positive difference. "Psych yourself up" to do your best. You will because you are prepared.

TIPS FOR FACILITATORS (continued)

INTRODUCTION

1. With preparations complete, you are ready to begin. Be there ahead of the scheduled time. Appear genuinely enthusiastic and positive, but relaxed. Clients should find an atmosphere that is informal and comfortable.

2. Greet clients warmly. Give them your full attention, and remain responsive to their comments and questions.

3. Set the stage by introducing yourself, if necessary. Briefly explain in your own words why it is important for parents to fill the child's early years with many pleasant learning experiences.

4. Initiate a lead-in activity to "break the ice" and focus their attention.

   •If clients haven't met, have them introduce themselves and tell one of the following:
   - Something new their child has learned to do.
   - The cutest thing their baby does.
   - The title of a favorite story or poem when they were a child.

   •If clients already know each other, pair them off (no husband and wife together) and have them talk to each other two minutes to interview each other and then report to the group their findings. Ideas for this are:
   - What do you enjoy most about being a parent?
   - What new trick has your baby learned?

PRESENTATION

1. For each activity :

   •Focus attention on the topic.
   •Present the information slowly, step by step.
   •Observe the participants' body language and comments to be sure they understand.
   •Use positive language; praise sincerely.

2. To make your presentation interesting, limit use of the lecture method. Do not read the guide to them. Some techniques to add variety and grab their interest are:

   •Demonstrations - Good for reading aloud, storytelling, puppetry.
   •Role play - Assemble props ahead of time. Explain the activity; then have volunteers act out parent and child roles.
   •Dramatizations - Let volunteers act the parts in a story or book you have read.
   •Make and Take - Popular with parents. Can be used for toys, books or games. Have a finished item to show. Assemble materials ahead of time.
   •Discussion - Parents must feel comfortable enough to offer comments and ask questions. Their contributions of real life examples will effectively illustrate points you want to make.

TIPS FOR FACILITATORS (continued)

•Libraries - See pages 7-8 for a list of participating libraries. Most will host field trips, provide requested books, help clients secure a library card and welcome children to scheduled story hours. Make arrangements in advance.

3. The Family Literacy office has a limited number of books to be used for demonstrations and practice. See page 10 for available titles. Call 821-4593 to arrange for borrowing.

4. Some of the vocabulary in the guide may need to be explained to underliterate parents. You may need to review pronunciation and meaning. See a list of possible troublesome terms on page 6.

5. Do a brief recap of what you have presented. Allow time for questions and answers.

6. Explain the availability of classes or tutor groups for adults. See information on page 9. Pass out brochures.

EVALUATION

The project requires evaluations and records of attendance. Names on evaluations are not needed.

1. Use a sign-in sheet (page 13) for group sessions. Use the form on page 12 for individual sessions. Agency rolls or letters from facilitators may be substituted.

2. Have each participant complete the evaluation form seen on page 11.

3. Send completed forms and sign-in sheet to:

N. Dixon
Tomlinson Adult Learning Center (TALC) Pony #5
296 Mirror Lake Drive
St. Petersburg, FL 33701

OR

Call your assigned VISTA to collect them.

FOLLOW-UP

1. Give each family a copy of the REACH and TEACH Parent Guide to take home. Urge them to try some of the activities. Point out several which you think would be appropriate.

2. If the group meets for more than one session, you may prefer waiting until the last session to send the guides home. Allow time for parents to discuss experiences.

REACH AND TEACH VOCABULARY

Many parents, especially those who are inexperienced or undereducated, may need a review of the terms used in the guide. Through open discussion, the facilitator can determine the vocabulary needs for each session. Below are some of the terms that could be troublesome.

TERMS USED IN ALL LEVELS

developmental level
gender wording
respond, response
stimulate, stimulating, stimulation
consistent
explores, experiments
supervision
physical activity
interaction
environment, surroundings
vocabulary

TERMS USED IN SPECIFIC LEVELS

Level 1
affection
automatic
textures
"talk envelope"
intonation
sensations

Level 2

alert
socialize
investment
upholsterer, decorator
textures
communicate
manipulative

Level 3

anticipates
distinguishes
enunciate
vocalizations
inflatable
distorted

Level 4

saliva
social interaction
affectionate play
mechanisms

Level 5
cruises (walks while holding on)
vocalize
accomplishments
conversation

Level 6

scribbles
resemble
independence
imitate
inflections
personal items

Level 7

cooperative
resources
conversation
independence
inappropriately
scribbles
circumstances

Level 8

identical
vigorous
scribbling
2-way communication
inappropriate

Level 9

harum-scarum

REACH AND TEACH LIBRARY PARTNERS

The following libraries have expressed a willingness to help implement REACH and TEACH. A library card is necessary to check out books and other materials. To secure a library card, an individual must have identification and proof of residency. Advance arrangements must be made for group field trips and special demonstrations. Scheduled story hours are open to all children regardless of residency as long as they fit the age group. Parents should call their local library to verify story times; the schedule can change during holiday periods and summer vacation.

Clearwater Main Library
100 N. Osceola Ave.
Telephone 462-6808
Dial-a-Story 462-6888

Preschool Story Time
Wed. 10:30 a.m.

Clearwater Countryside Library
2741 State Road 580
Telephone 462-6448

Preschool Story Time
Fri. 9:30 a.m.
Fri. 10:30 a.m.
Films: Sat. 2:00 p.m.

Clearwater East Library
2251 Drew St.
Telephone 462-6400

Preschool Story Time
Tues. 7:00 p.m.
Thurs. 10:30 a.m.
Films: Sat. 2:00 p.m.

North Greenwood Branch Library
1250 Palmetto St.
Telephone 462-6895

Dunedin Public Library
223 Douglas Ave.
Telephone 738-1891

Preschool (ages 2 to 5) Story Time
Wed. 10:15 a.m.
Wed. 11:00 a.m.
Thurs. 10:15 a.m.

Gulfport Public Library
5501 - 28 Ave., S.
Telephone 327-4594

Children's (under 7) Story Time
Wed. 7:00 p.m.

Largo Public Library
351 East Bay Dr.
Telephone 587-6715

Call for story times.

Oldsmar Public Library
111 W. State St.
Telephone 855-5940

Preschool Programs
Tues. 9:30 a.m.
Tues. 10:30 a.m.

Elementary Programs
Wed. 7:00 p.m.

Palm Harbor Public Library
2330 Nebraska Ave.
Telephone 784-6168

Call for times.

REACH AND TEACH LIBRARY PARTNERS (continued)

Safety Harbor Public Library 176 5th Ave., N. Telephone 725-4120	Children's (2-7) Story Time Dates: 1/15, 2/12, 3/12, 4/16, 5/21 9:30 a.m. and 3:30 p.m. Dates: 1/9, 2/6, 3/6, 4/3, 5/1, 7:00 p.m.	Toddle Time (18-36 mo.) Pre-registration required 1/10, 1/17, 1/24, 1/31, 2/7, 2/14 AND 3/14, 3/21, 3/28, 4/2, 4/9, 4/16
St. Petersburg Public Library - Main 3745 - 9 Ave., N. Telephone 893-7724	Puppet Shows First, second, fourth Tues.	Story Time (ages 3-5) Wed. 10:00 a.m. Sleepytime (ages 3-8) First, third Thurs. 7:30 p.m.
Azalea Branch 7801 - 22 Ave., N. Telephone 893-7930	Story Time (ages 3-5) Tues. 10:00 a.m. Super Saturday 1/26, 2/9, 3/16, 4/27, 5/18	Laptime Wed. 9:30 a.m. and 10:30 a.m.
South Branch 1201 Country Club Way, S. Telephone 893-7244	Story Time Mon. 10:30 a.m. (ages 3-5) Tues. 7:00 p.m. (ages 5 and up)	
North Branch 861 - 70 Ave., N. Telephone 893-7214	Story Time (ages 3-5) Wed. 2:00 p.m.	
Seminole Public Library 11000 Johnson Blvd. Telephone 397-2112	Special programs during holidays and summer. Call for information.	

EDUCATION FOR ADULTS IN PINELLAS COUNTY

Classes and tutor groups are located throughout the county to meet the diverse needs of adults.

- Job training
- Career education
- Special interest classes
- High school credit classes
- Adult basic education (ABE) - reading, writing, mathematics
- English for speakers of other languages (ESOL)
- GED preparation - review for the equivalency diploma test

Information about all programs can be obtained by calling the HOTLINE number - **535-8223** - or by calling the individual school. Locations of adult and vocational centers with telephone numbers can be found on the back of the countywide schedules issued quarterly.

ABE, GED, ESOL and high school credit classes are FREE. The cost of other classes is minimal, 27¢ or $1.00 per student hour. Many classes are open and ongoing, with no long waiting periods to enter.

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The literacy coalition for the county, READ Pinellas, works closely with the VISTA (Volunteers in Service to America) organization to recruit and enroll students and to enlist volunteers. As a partner in REACH and TEACH, you will have a VISTA coordinator assigned to help you and your clients find the appropriate adult program. Forms are available to record information for follow-up calls by the VISTA volunteer.

Your VISTA is _____

Telephone _____

HOTLINE NUMBER - 535-8223

READ PINELLAS

Telephone (813) 535-8223

DATE _____

NAME _____

ADDRESS _____
(Street)

_____
(City) (Zip Code)

PHONE (H) _____ (W) _____

TIMES BEST REACHED _____ a m

• _____ p m

YEARS IN SCHOOL _____

INTERESTED IN ___ADULT BASIC EDUCATION
___GED
___READING
___ENGLISH FOR SPEAKERS OF OTHER LANGUAGE

SIGNATURE _____

AGENCY _____

PHONE # _____

REACH AND TEACH RESOURCES

Call the Family Literacy Office at 821-4593 to arrange for borrowing.

	Children's Board Books: Multiple Copies	Number
Christine Dubov	ALEKSANDRA, WHERE ARE YOUR TOES?	10
Christine Dubov	ALEKSANDRA, WHERE IS YOUR NOSE?	10
Stephanie Calmenson	BABIES (A Golden Study Book)	10
Lilian Obligado	GUESS THE ANIMAL (A Golden Study Book)	10
Peggy Parish	I CAN, CAN YOU?	10
Eric Carle	VERY HUNGRY CATERPILLAR	10
Naomi Zimmerman	BABY ANIMALS (Small; paper pages)	7

	Children's Board Books: Single Copies
Dick Bruna	I KNOW ABOUT NUMBERS
Dick Bruna	I KNOW ABOUT SHAPES
Dick Bruna	MIFFY AT THE PLAYGROUND
Eric Hill	SPOT AT PLAY
Sara Lynn	TOYS
Valerie Meler	TIME TO GO
Valerie Meler	TIME TO SLEEP
Ann Ricketts	LOOK AND LISTEN
Yuri Salzman	SPIN AND LEARN: OUR ANIMAL FRIENDS
Debby Slier	WHAT DO BABIES DO?
Cyndy Szerkeres	PUPPY TOO SMALL
Zokeisha	LITTLE BUNNY

	Books for Parents (Excellent content; low reading level)	
Keller, Rosanne	AS A CHILD GROWS (Ideas for parents of children from birth to school age)	15
Lewis, Barbara S.	A GOOD BEGINNING (Focus on the first year of a child's life)	15

REACH AND TEACH

EVALUATION

AGENCY _____ DATE _____

OVERALL EVALUATION: Circle one.

1 (Poor) 2 3 4 5 6 7 8 9 10 (Excellent)

Please give your opinion about these questions.

What did you like about this session?
What did you not like about this session?
What is something you learned in this session?
What are some topics you would like to know more about?

REACH AND TEACH

Facilitator's Report of In-Home Sessions

Agency _____

Report Period: From _____ to _____

Total Number of Sessions _____

Total Families Served _____

Number of Parents _____

Number of Children _____

Comments _____

_____

_____

_____

Facilitator's Signature _____

Date _____

REACH AND TEACH

SIGN-IN SHEET

Date _____ Agency _____

NAME	PARENT (Check one.)	CHILD

Reach and Teach

A Guide for Parents and Family Agencies

Learning Activities for Children from Birth to Five

Parent's Guide

REACH AND TEACH

A WORD TO PARENTS

This guide is for you and your young child. The activities are fun and easy to do. They will help your baby get off to a good start. The early years in a child's life are an important learning time, and you have the power to make good things happen. Not only will you be helping your child now but later on when he or she starts to school. The activities are related to everyday home living. After a little practice, you will find they seem natural and easy to work into your busy schedule.

In this guide you will find suggestions for many different kinds of activities. Each experience allows your child to learn. Reading aloud and telling stories can be started at a very early age. From birth you can begin talking and saying poems and rhymes. There are games you can play together. Experiences with movement, language and thinking are included. Don't try to do everything. You should feel comfortable with your choices. Both you and your child should feel good as you do them together.

The activities can be used equally well with boys or girls. To avoid awkward gender wording in this guide, "him" is used in the first level and "her" in the second, with the two alternating thereafter.

Keep in mind that all children are different and their developmental timetables are likewise different. It is best to go by the developmental signs for each level rather than the ages given. It is quite possible that your child may do certain things either a little earlier or a little later than the ages suggested here.

You are the most important person in your child's life. You are the first teacher, and you have been teaching every day since your baby was born. Use these ideas along with lots of love and patience to make many learning moments you and your child can share and enjoy.

TIPS FOR READING TO YOUR CHILD

One of the best ways you can help your child learn is by bringing many different books into your home and reading them together.

Read aloud to your child every day. Try to have a regular reading time. Just before naptime or bedtime is good. Sit close together, or hold your child on your lap.

Don't read too fast. Don't read for too long a time. Try five or ten minutes to start. Stop when the child gets fussy. You might try another book.

When your child brings a book to you, read it right then, if you can.

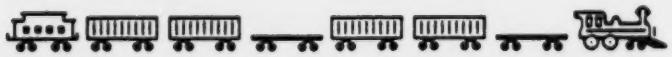
Let your child turn the pages. Sometimes point to words as you read. Let your finger "walk" to show how reading goes from left to right.

Put attractive books in reach of your child. Young children like bright colors. They like books they can handle, not too big.

When your child is older, talk about "book words."

front
cover
title
author
page
picture
back

Read something aloud every day. These are happy times when you and your child can snuggle and enjoy a book together.



BOOK LIST

From the wonderful world of children's books, these are a few selected favorites. They will foster your child's love for books at an early age. While babies and pre-schoolers particularly will enjoy them, parents, too, will find them delightful.

AUTHOR	TITLE
Dick Bruna	SNUFFY
Stephanie Calmenson	BABIES
Eric Carle	THE VERY HUNGRY CATERPILLAR
Donald Crews	CAROUSEL
	HARBOR
	TRUCK
Christine Salac Dubov	ALEKSANDRA, WHERE ARE YOUR TOES?
	ALEKSANDRA, WHERE IS YOUR NOSE?
Philip Eastman	ARE YOU MY MOTHER?
Josette Frank	POEMS TO READ TO THE VERY YOUNG
Paul Galdone	THREE BEARS
	THREE LITTLE KITTENS
	THREE LITTLE PIGS
Michael Gay	LITTLE BOAT
Bill Gillham	FIRST WORDS PICTURE BOOK
Eric Hill	WHERE'S SPOT?
Tana Hoban	RED, BLUE, YELLOW SHOES
Dorothy Kunhardt	PAT, THE BUNNY
Mercer Mayer	FROG GOES TO DINNER
	FROG ON HIS OWN
	FROG, WHERE ARE YOU?
Else Holmelund Minarik	LITTLE BEAR
Lilian Obligado	GUESS THE ANIMAL
Jan Ormerod	MOONLIGHT
	SUNSHINE
Helen Oxenbury	FAMILY
	HELEN OXENBURY'S ABC OF THINGS
	HELEN OXENBURY'S NURSERY STORYBOOK
	NUMBERS OF THINGS
Peggy Parish	I CAN, CAN YOU?
Watty Piper	THE LITTLE ENGINE THAT COULD
	MOTHER GOOSE
Dr. Seuss	THE FOOT BOOK
	PUT ME IN THE ZOO
Brinton Turkle	DEEP IN THE FOREST
Brian Wildsmith	ABC
Gene Zion	HARRY THE DIRTY DOG

TIPS FOR HELPING YOUR CHILD'S LANGUAGE DEVELOPMENT

• Make a habit of talking with your child. Begin with your newborn baby.

•Talk often about many different things.

•Look directly into your child's eyes.

•Use short clear sentences. Use simple words.

•Listen to your child with your ears and eyes. Pay attention to responses.

•Before your child can use words, try to understand what each vocal sound means.

•Use *YES* words more often than *NO* words - more positive, less negative.

Say this:	Instead of this:
Walk around the puddle.	Don't walk in the puddle.
Stay on the floor.	Don't climb up on the cabinet.
Keep the potatoes on your plate.	Don't throw the potatoes.

•Use specific words for actions, things, people and places.

Say this:	Instead of this:
The dog is chasing the cat.	The dog is after the cat.
Do you want some chicken soup?	Do you want some?
The ball is under the table.	There it is.
He left it in the box.	The postman put the mail in the mailbox.

•Ask your child a lot of questions.

•When your child begins asking questions, be patient and answer them.

•Praise your child's attempts to communicate. Do not make fun when words are incorrect.

•Provide new experiences to have many new actions and things to talk about.

•Remember that the child's hearing language during the earliest years is more important than his speaking the language using words and sentences.

BABY'S DEVELOPMENTAL SIGNALS

Level 1 (From birth to about 6 weeks)

- Cries when hungry or uncomfortable
- Responds to touch
- Brings fist to mouth; fist clenched
- Observes people up close; prefers faces
- Makes simple sounds: grunts, sighs, yawns
- Responds to voices and sounds
- May smile at parent
- Lifts head when lying on stomach
- Moves arms and legs
- Lies on back with face looking to the right or left side

WHAT PARENTS CAN DO

A NEW WORLD OF LOVE

Handle baby often with affection. Caress and pat softly. Speak to him with words of love.

RESPOND

Your baby uses crying to communicate. Respond as soon as you can. See that he is warm and comfortable. Experts say you can't spoil a new baby. Baby is forming good feelings about other human beings and his new environment when his needs are being met. Help him get the soothing fist, thumb or pacifier to his mouth.

Pay attention to baby when he is alert and not crying. You can smile or give an affectionate word or pat. Talk softly to him about his happy sounds after eating. Respond to his yawns, sighs, grunts and contented gurgles.

THE FIVE SENSES

The five senses are seeing, hearing, tasting, smelling and feeling by touch. From birth baby is learning about and adjusting to his new world. He is taking in all this new knowledge through his five senses. This is automatic through the daily activities of living, but parents can, on purpose, find ways to stimulate baby's senses. Try new soft sounds, contrasting colors, human faces, varying textures, and interesting smells. During the day a newborn baby will keep his eyes open longer if the room is dimly lighted.

EYE TO EYE

Look directly at baby's eyes and speak to, not at, baby. While baby is in his crib, bring your face close to touch noses or kiss his cheek. When you are resting on your back, place baby on your chest on his tummy so he can enjoy your face. Maintain eye contact when you smile and talk or sing softly to baby. Look into his eyes as you say his name.

THE NAME GAME

You have given your baby a beautiful name. Say baby's name often and lovingly as if he were the most special baby in the world. When he looks at you after hearing his name, respond with smiles, praise and cuddles.

BABY TALK

Talk to baby about what you are doing together: feeding, bathing, changing, holding, walking, rocking. Surround baby with a "talk envelope" when he is alert. The sound of your voice, its rhythm and intonation help language development. You are introducing baby to conversation and human interaction.

BUMPER TO BUMPER

A brightly patterned crib bumper, sheets and blankets provide visual stimulation for baby. Squares of cloth with bold patterns, either black and white or bright colors, can be hung on the sides of the crib.

FACE PATTERNS

Use black or dark blue markers to make drawings of face patterns on an 8-or 9-inch paper plate. Attach the faces to the sides of the crib or on the wall near the changing table. Baby is fascinated with the outline and shape and will not criticize your artistic ability. An older brother or sister can enjoy making these faces for the new baby.

RIBBON STREAMERS

Staple 12 black and white 18-inch lengths of ribbon to the edges of a small paper plate or plastic ring. Hang to the side of baby near a fan or open window so he can enjoy the movement and changing patterns. Near the end of this developmental period, baby will enjoy the same type of mobile made with brightly colored lengths of ribbon. Keep away from baby's reach so he will not get tangled in the ribbons.

MOBILES

Mobiles that you buy or make should be hung so that baby can see them and the individual items that make up the mobile. Remember that baby is viewing the mobile from the bottom. Imagine yourself in his position and place the mobile so that it can be seen well. Newborn babies will naturally look more to the right or left side instead of straight up.

POSTERS

Hang posters with bold geometric shapes or bullseye patterns, preferably black and white or dark blue and yellow. Make your own, and you can give baby many changes to look at. Cut shapes from magazines and newspapers. For example, a few strokes with a black marker on the Sunday crossword will give you an entertaining pattern for baby.

MUSIC AND RHYTHM

Hum and sing lullabies and your own favorite songs. Say nursery rhymes or maybe your old school cheers as you play with and tend to your baby. A restless baby has been known to be soothed by a tape of his mother's voice or the regular ticking of a clock or metronome. (See pages 29-34 for poems and songs.)

CHANGE OF SCENERY

Move baby from room to room for a change of scenery. He can be propped on pillows in an infant seat. Move baby to face different directions. Talk about what is going on.

HEADS UP!

Lay baby on his stomach 3 or 4 times a day for about 5 minutes. Shake a brightly colored toy or object in front of him or talk to him to encourage him to raise his head. This strengthens his muscles. Or lay baby on his stomach on your lap. He will raise his head.

SPACE EXPLORATION

A rocking chair or swing will give the baby different sensations about space. Some of the time, when carrying the baby, move him gently through space with a gentle rocking, sweeping motion. Sing *Rock-a-Bye Baby* or other rhythmic song (see pages 29-34). CAUTION: Do not use a dropping motion. Baby has an inborn fear of falling.

TEXTURE

Use clothing, blankets, towels or stuffed animals of different textures to rub gently against baby's skin. Talk about how each one feels to him.

BABY'S DEVELOPMENTAL SIGNALS

Level 2 (From about 6 weeks to about 3 1/2 months)

- Stays awake and alert more and more hours each day
- Has better control of head and body movements
- Turns body onto one side
- Smiles (true social smile at about the third month)
- Cries to alert you to her needs
- Soothes herself with sucking
- Studies faces; observes her surroundings
- Recognizes family members by sight and by their voices
- Follows a moving object with her eyes
- Stares at her own hands
- Uses hands to grasp and bat at objects; fists no longer clenched
- Makes sounds with her own saliva; babbles and repeats sounds she makes
- Can do more than one thing at a time, as look and hear, or look and grasp
- Bounces up and down when held with feet touching floor or your lap

WHAT PARENTS CAN DO

EYE CONTACT

Look baby in the eyes as you feed her and socialize. Smile with your eyes and mouth. As baby stares at your eyes and face, take her hand and touch parts of your face.

RUBDOWNS

Soothe baby by rubbing and gently massaging her back, shoulders, arms, fingers, legs and feet. At the same time you can speak or sing softly or say nursery rhymes. Your voice is your baby's favorite sound. Try *Brahm's Lullaby* or *Bye, Baby Bunting*.

BRAHM'S LULLABY

Lullaby and good night, with roses bedight,
With lilies bedecked is baby's wee bed;
Lay thee down now and rest,
May thy slumber be blest;
Lay thee down now and rest,
May thy slumber be blest.

BYE, BABY BUNTING

Bye, baby bunting,
Daddy's gone a-hunting,
To get a little rabbit skin
To wrap his baby bunting in.

HEADS UP! PUSH UP!

Place baby on stomach for about 5 minutes several times a day. Place brightly colored objects in front of her. Move them from side to side as baby follows movement with her eyes and by turning her head.

Lay baby on her tummy on a blanket on the floor so she can move and exercise freely. Get down on the floor in front of her and talk to her. Help her place her weight on her bent elbows. Later on she will lift her chest and rest her weight on her extended arms.

CHANGE OF SCENERY

Move baby to other rooms. Change her position to face different ways. Place her on a blanket or in an infant seat. Baby is entertained and stimulated by different sights and sounds.

RESPOND

Respond as soon as you can to baby's cries. This is her way to communicate. Respond to gurgles and coos so baby learns to get attention other ways than crying. Allow baby to satisfy her sucking needs. Cuddle and rock her. Speak softly and clearly. Smile and sing and enjoy your baby.

DANCE AND PLAY WITH ME

Sing a song or rhythmic chant and bounce baby, holding her under her arms and letting her feet touch the floor or your lap. Baby enjoys these little dances. Try the action rhymes and songs on pages 29-34.

READ TO ME

Begin showing and reading books with large bold pictures and few words. Board books are sturdy and easy to handle. Wordless books are good and allow parents to talk about the pictures as though they were telling a story. Hold books fairly close to baby. Take her hand and place it on some of the pictures. A list of books you may get from the library or buy is on page 3.

TOYS

Give baby a variety of soft manipulative toys and objects to see, hear, feel and explore with her mouth. Expensive "educational" toys being marketed are not necessary. Experts agree that the safely made cradle gyms are good buys; avoid those with loud noises or bright flashing lights. Place the cradle gym where baby can bat the objects.

MIRRORS

A good investment is a floor length mirror for now and later when the baby can move around by herself. Hold baby in front of the mirror and point to her facial features, naming each one. Say her name. Smile.

Another idea is to place a mirror by baby's crib or changing table. Small unbreakable mirrors can be found in most toy stores.

SENSES AS DOORS TO THE MIND

This is the time for many sensory experiences. Baby is learning by "soaking up" her environment. Hang posters with bright colors. Change them from time to time. Make your own posters with magazine cutouts glued on large sheets of paper. Kites or flags are colorful and can be attached to the ceiling or the wall.

Make colorful mobiles by attaching objects to a coat hanger or wooden dowel. Or string strong elastic from one side of the crib to the other. Use bulldog clips or spring clothes-pins to secure the objects which can be changed to keep baby interested. Try artificial flowers, small stuffed animals, glittery bangles in a heavy gauge plastic bag, feathers or any eyecatching objects.

Play soft music from a variety of records or tapes. Provide musical toys such as bells, rattles or music boxes.

TEXTURE BOARDS

Cover a bolt board (from a fabric shop) or a piece of poster board with scraps of materials of different textures. Suggestions are felt, velvet, carpet, sandpaper, aluminum foil, burlap, gauze, wallpaper, lace, or others. Use non-toxic glue. An upholsterer or decorator may give you outdated sample books. Remove the samples to make the texture board, or you can use the sample book as it is. Place baby's hand on the different textures and talk about how each feels, as rough, smooth, soft, cool, etc.

WHO AM I?

Your baby is learning who she is. Use her beautiful, special name often. Say it lovingly as you cuddle and care for baby. Tell her she is wonderful.

CONVERSATION WITH BABY

Talk to baby often. A baby needs feedback to her gurgles, babblings, coos and chuckles Babies who are ignored will stop making communicative sounds by about four months. Encourage baby to vocalize by responding often. On the other hand, if baby is happy, allow her some time to experiment and play alone with the sounds she is making.

PEEK-A-BOO

A game baby will enjoy for many months is peek-a-boo. Begin with covering your face with your hands. Or try brushing a washcloth lightly over baby's face. Sometimes you can play peek-a-boo in front of a mirror.

GOOD EGGS

Collect the egg shaped containers that hold stockings. Seal them with clear tape to make a colorful rolling toy. Put a bell or tiny toy inside; then seal it to make a rattle or noisemaker. Silver eggs are good because they act as mirrors to reflect baby's surroundings.

BUBBLES

Baby loves to watch you blow bubbles. Use liquid detergent mixed with a bit of water. Make a blower by twisting a pipe cleaner into a circle. A ring cut from the bottom of a paper cup makes large bubbles.

BABY'S DEVELOPMENTAL SIGNALS

Level 3 (From about 3 1/2 months to about 6 months)

- Rolls from side to side; turns over
- Lifts head and chest
- Sits propped by pillows
- Moves objects to mouth to explore
- Stares at objects and people
- Reaches for and grasps objects
- Examines objects using fingers and both hands
- Bats or kicks at objects
- Responds to family members by smiling, cooing or moving arms and legs
- Anticipates comfort by stopping crying when parent approaches
- Laughs and chuckles; gurgles and coos with pleasure
- Responds to sounds; knows familiar voices
- Practices making his own sounds when alone; listens to the sounds he makes

WHAT PARENTS CAN DO

LOVE, LOVE, LOVE

Baby is growing and is often squirmy, but he still needs to be rocked and cuddled often. Hold him when feeding from a bottle. Play with baby by gently tickling, nudging and laughing with him. This is an age when babies and parents can enjoy each other. Baby is usually contented except for teething, indigestion or an occasional illness.

NURSERY RHYMES

Use rhymes, songs and children's poems as you go through daily routines of rocking, feeding, changing, dressing and bathing. Say them from memory as you entertain baby when caught in traffic or while waiting in the doctor's office. See pages 29-34.

READ EVERY DAY

Read brightly colored children's books at a certain time every day. A good time is before naps or at bedtime. Baby will begin to anticipate these regular times when you enjoy books together. Hold the baby on your lap. Allow him to touch the pages of the book. Read only as long as he is interested. A list of books is on page 3.

COLOR MY WORLD

Baby likes to see bright colors. Try bright socks or bootees or colorful wrist bands that are snug but not tight. A bit of nail polish on his big toe will get his attention. Hang bright posters or pictures on his wall. You will notice baby likes to look at colorful clothing and accessories that parents wear.

DIFFERENCES

Draw a face on a white paper plate with a black magic marker. On the back of the plate, draw a different face with the features distorted. Baby will notice the differences. Draw several sets of the faces, making the hair and facial features different on each set.

SOUNDS

Baby will begin making new vocal sounds. You may hear him repeating the sounds he makes. When you hear these sounds, repeat what baby says. Let baby see you enunciate the sounds. Then make the sounds into words as:

ba - bat, baby, ball, bounce

da - daddy, dog, down, dance

Praise baby as he makes these sounds that he will later use to make words.

ACTION SONGS

You can use fun songs like *Ring Around the Rosy* and *Hokey Pokey* to help baby's rhythmn and body movements. Move baby's arms and legs for him. With a song like *Old MacDonald*, you can imitate animal sounds as you move with baby. Try substituting names of body parts for animals when singing *Old MacDonald*. Be relaxed and a little crazy and creative with baby. This is play, but baby is learning at the same time. See pages 29-34 for the words to these and other action songs.

A KICK TOY

Make a crib toy that baby can kick at or bat with his hands. Materials needed are a large sponge and 2 lengths of wide elastic or ribbon. With a magic marker draw a face on the sponge, either human or animal. Tie the elastic or ribbon to the upper corners of the sponge. Then attach the toy to the sides of the crib where baby can reach it with his feet or hands. Baby should play with this toy only in your presence so he will not get tangled in the ribbons.

You can make a quick version of this toy by tying wide elastic to a small stuffed animal. Attach it to the crib so baby can kick or bat it. Or try an ordinary foil pie plate; it is shiny and makes a sound when kicked.

SEE THE WORLD

Place baby on a blanket with his toys so that he has freedom of movement. Move him to other rooms in the home as you go about your daily tasks. Talk to him.

Take baby outside for short walks. Talk about these new sights and sounds. Baby will enjoy going with you on short shopping trips. Try to choose times when there are fewer shoppers. Talk about where you are going and what you are doing.

BATHTIME FUN

Provide floating or inflatable toys for water play. With a permanent marker, draw faces on ping pong balls to float. Say rhymes as you bathe and pat baby dry. Play peek-a-boo with the washcloth and towel.

BABY'S DEVELOPMENTAL SIGNALS

Level 4 (From about 6 months to about 8 months)

- Rolls, scoots or drags body along
- Sits alone
- Stands, holding on
- Moves an object from hand to hand
- Bangs, drops, shakes or throws objects
- Notices differences between familiar and unfamiliar faces
- Listens to voices
- Understands some words (mom, dad, bye)
- Searches for dropped or hidden objects
- Makes sounds with her own saliva
- Says simple syllables: ba, ka, da, ma, na
- Enjoys social interaction
- Laughs out loud
- Enjoys affectionate play
- Explores objects with all senses, including mouthing them

WHAT PARENTS CAN DO

READ ALOUD

Colorful books with hard pages are good. Let baby handle the books. Keep a routine with a regular time for reading and looking at books. Touch baby's hand to the pictures. Talk about them. When baby is ready, let her turn the pages. Begin to read picture books with short stories. Baby will understand the story patterns. Look on page 3 for a list of books you may buy or find at your library.

FINGER PLAY AND ACTION RHYMES

Use games for body movement and rhythm. Baby will like *Pat-a-Cake* and *Peek-a-Boo*. Try singing songs such as *Where's Mr. Thumbkin?* and *If You're Happy and You Know It*. Words for these and other songs and rhymes are on pages 29-34.

HOW DOES IT WORK?

With close supervision from parents, introduce baby to light switches, flashlights, faucets and stoppers, doorknobs and other simple mechanisms around the house. Talk about what each is named and what it is doing.

WHERE IS IT?

Play a game with baby by saying "Where is _____?" (Name a familiar person or object in the room.) Praise baby when she responds with a look or movement toward the person or thing you named. This game shows that baby understands many words before she begins saying them. Some words she knows at this level could include: mommy, daddy, family and pet names, baby, shoe, ball, juice, cookie, no-no, bye-bye and wave bye-bye.

Variation: Play the same game with baby while holding her in front of a mirror. Use names of facial features and body parts.

RATTLING PAPERS

Give baby a large clean piece of waxed paper or white tissue wrapping paper to crumple and explore. You may also use the clean empty waxed paper bags (not plastic) from cereal or cookie boxes. Baby's senses of sight, sound and touch are stimulated.

DROP IT!

Tie a spoon, a toy or other safe object by a short cord to the high chair. When baby drops the object, she can discover how to get it back. Closely supervise baby during this game.

FOLLOW THE LEADER

Play with toys (push, pull, drop or pick up) and have baby imitate your actions. Praise all attempts. Smile and laugh and enjoy this game together.

HOME TREASURES

Collect items in a plastic dishpan or basket for baby to play with as her toys. Some items might be: pots, pans, wooden spoons, hairbrushes, empty spools strung on a cord to make a small circle, empty plastic bottles, containers that fit inside each other as whipped topping or margarine containers, sponges of different sizes and measuring spoons. Use only a few of these at a time, and change the items often to keep baby interested. For baby's safety, use only items that are at least as large as her fist.

COOL TALK

Give baby an ice cube on her high chair tray. If baby is comfortable touching the ice cube, talk about cold. Talk about how it melts.

Talk about warm and cool when baby is eating, bathing and dressing for the weather.

GRABBERS

Save the tubes from paper towels. Using non-toxic glue, cover a tube with scraps of materials having different textures such as felt, velvet, leather, sandpaper, satin, netting or lace. Baby can hold the grabber and explore the textures. Touch baby's hand to a section of the grabber and talk about how it feels.

BATH FUN AND GAMES

Provide plastic containers for filling and pouring. Give baby sponges and floating toys. Ping pong balls float and are more fun when you draw a face on them with a permanent marker. Talk to baby about what she is doing. Play peek-a-boo with the washcloth.

STACK AND TOPPLE

Use rectangular sponges or building blocks to build towers for baby to topple. This becomes great fun. Later baby will build the towers for himself.

HIDE-AND-SEEK

Place toys under a blanket or cushion for baby to find. This fun game helps develop memory. Praise baby with smiles and hugs.

BABY'S DEVELOPMENTAL SIGNALS

Level 5 (From about 8 months to about 14 months)

- Pulls self up to a standing position
- "Cruises" around while holding on
- Lowers self to sit
- Stands alone
- Walks alone
- Climbs stairs and low objects
- Throws balls and other objects
- Points with index finger
- Grasps small objects with thumb and finger
- Uses sounds and movements to get parent's attention
- Shows parent he needs help
- Studies and imitates actions of other people
- Understands "no;" responds to simple requests
- Explores and experiments; likes new and novel things
- Repeats actions which got him favorable attention
- Remembers where toys and objects are hidden; looks for objects taken from him
- Understands that words represent objects
- Jabbers expressively and tries to say words
- Observes and listens to conversations
- Makes singing noises to music
- Listens to and enjoys rhymes, jingles and TV commercials
- Shows affection, displeasure and pride in his own accomplishments

WHAT PARENTS CAN DO

LOOK OUT, WORLD, HERE I COME!

Baby needs times when he can move and explore. Curiosity keeps baby moving on to new adventures. He is growing and learning. Some parents think of the baby's life before this active level as the "calm before the storm." Arm yourself with patience and try to anticipate problems before they happen. Arrange your home so baby can move in the room(s) you decide. Close off the other areas.

With baby moving about, safety is of critical importance.

- Remove dangling cords and plants with hanging vines.
- Cover electrical sockets.
- Keep chemicals, cleaning products, poisons and medicines in a high, locked cabinet.
- Place secure gates on stairs.
- Remove all breakables.
- Keep small electrical appliances out of reach.
- Supervise baby's movements.

Keep your sense of humor. No matter how careful you are, baby will be drawn like a magnet to wherever he should not be as the kitty litter, the dirt in your plants and the bathroom toilet.

KITCHEN SPACE

Arrange the lower kitchen cabinets so baby can explore. Move breakables and unsafe items to higher cabinets. Leave soft packages, boxes, cans, or pots and pans for baby to explore. Be patient. Baby's freedom to explore is more valuable than neatness.

A "FEELY" BOX

Place a collection of objects in a box or other sturdy container. Baby can enjoy dumping them, picking them up or feeling the texture and shape. Items can include fur, feathers, tissue paper, felt shapes or squares, sandpaper, elastic, leather, squares of bright cloth or scarves, smooth wooden shapes or aluminum foil. Talk with baby about the items and how each one feels.

HOME TREASURES

Add to or change the items in baby's treasure container. (See Level 4.) Try smooth cookie cutters, clean powder puffs, stackable wooden or plastic bowls, empty toilet tissue or paper towel tubes, plastic shower rings, jar lids, empty individual cereal boxes, or old wallets (put baby's picture in it for him).

COMMAND PERFORMANCE

Give baby simple commands such as:

Bring mom your shoe.
Wave bye-bye.
Take the paper to Grandpa.
Give me a kiss. Give me a hug.

Praise baby when he does as you ask. You can set boundaries and limits of behavior. Baby is beginning to understand what you expect. Be firm and consistent even though he may charm you with his cuteness. Behaviors baby learns at this age will help him and you now and later.

FAMILY ALBUM

Make snapshots of family members and pets. Get "2 for 1" when they are developed. Take 4 or more 5" by 8" index cards, or cut cardboard to the desired size. Paste a snapshot on each card. Punch 2 holes on the left side. Tie the sheets together with ribbon to make baby's own book. This gives many opportunities for storytelling and conversation.

If you want to protect the pages, slip the sheets in photo sleeves, available at photo supply stores, or heavy gauge plastic storage bags. You will cut the sheet slightly smaller than the cover. Or you may cover each sheet with wide clear package tape or contact paper. You may want to write names below each picture and make a colorful cover.

READ TO ME

Regular read-aloud times with baby are more important than ever. Habits and attitudes about books are being formed that will last a lifetime. Choose sturdy books with bright pictures. Stories should be simple. Wordless books are good for storytelling. As you read, ask questions. Talk about the pictures. Make this time fun for both of you. Quit reading when baby is tired. For a list of suggested books, look on page 3.

HIDE THE OBJECT

Hide a toy or other object under blankets or towels, in a hinged box, in loosely wrapped paper or behind your back. Encourage baby to find the toy. Praise all his efforts.

FINGER PLAY

Baby's finger muscles are becoming better coordinated. He can strengthen his muscles and have fun with these finger games.

- Spread shaving cream on the high chair tray or a washable plastic tray. Show baby how to poke and make marks with his pointer finger. Another time when you feel brave, put a spoonful of chocolate pudding on the tray for great poking and tasting fun.
- Play in the sand. Draw a simple design with your finger and let baby copy. Beaches are fun to explore. Make a mound of wet sand and let baby poke holes with his finger.
- Make play dough (page 22) and play poking games.

PLAY BALL!

Balls of different colors and sizes help baby learn in many ways. Hand baby 2 small balls and see if he can hold both of them. Roll a ball on the floor. Let baby bring the ball to you. Praise all his efforts. Sit on the floor with baby sitting across from you. Roll the ball between the two of you. Cheer him on!

ACTION SONGS AND GAMES

Baby will like songs and rhymes that encourage movement. Find the words to these and others on pages 29-34.

Ring Around the Rosey
London Bridge Is Falling Down
Peek-a-Boo, I See You
Here We Go Looby Loo

CONVERSATION

Baby is ready to participate more in 2-way conversations. Up to this time, he has been listening to and soaking up language. In talking activities with baby, let this be your pattern.

1. Talk about objects or actions baby can see.
2. Ask baby questions in a fun way.
3. Listen to his response.
4. Praise him with words, smiles and hugs.

For example:

Show baby a picture of a horse, all the better if baby has seen a real horse.

Say:

Look at the horse. The horse is big. He says, "Neigh!" The horse has four legs. Look at the horse's pretty eyes. A man is on the horse. Show me the horse. Good for you. Now show me the man. That's right! What does the horse say? What a smart baby you are!

GO FOR IT!

Put toys slightly out of reach on a couch near baby. Encourage him to get the toy. Praise his success. Or sit on the floor in front of baby. Draw your knees up to your chest and place a toy on top of your knees. Call baby to raise himself up to get the toy. Smile and praise his efforts.

FUNNY FACES

As you hold baby, make funny faces in front of a mirror. See if baby can imitate simple facial movements. Use baby's name as you talk and play this game together. Be a little crazy and laugh a lot.

THE CHILD'S DEVELOPMENTAL SIGNALS

Level 6 (From about 14 months to about 24 months)

- •Walks forward and back
- •Stoops; picks up objects
- •Runs, climbs (does not make quick stops or turn corners well)
- •Uses hands and fingers to stack, take apart and nest objects
- •Holds and drinks from a cup; uses a small spoon
- •Scribbles; turns single pages in books
- •Aims, rolls and throws a ball or beanbag
- •Responds to and returns affection
- •Communicates wants, needs and feelings with words and gestures
- •Shows signs of independence; uses negative responses
- •Plays alone at times
- •Solves simple problems; uses memory to take toys and puzzles apart and put them back together
- •Uses toys and objects for make-believe play
- •Enjoys picture books; recognizes the pictures
- •Likes stories with repetition; enjoys rhymes, commercials and children's TV shows
- •Understands words and can follow simple instructions
- •Knows and points to body parts
- •Begins connecting words in her speech; makes simple sentences
- •Imitates adult speech, both words and inflections
- •Imitates adult behaviors; enjoys small responsibilities; takes off some of her own clothing
- •Knows the difference between acceptable and unacceptable behavior

WHAT PARENTS CAN DO

GETTING READY TO GET READY TO READ

Toddlers will pretend to read books, magazines and newspapers when they have seen parents set an example. Learning to read is a long process that begins many months before a child starts school. Now is the time to help her want to read and to begin developing prereading skills. These activities are important for your toddler to start doing now.

- •Watch you enjoy reading.
- •Listen to parents read to her.
- •Have a sturdy book of her own.
- •Look at many pictures and talk about them.
- •Understand that pictures and printed words stand for real things.
- •Solve problems.
- •See how things are alike and different.
- •Know directions as up, down, left and right.
- •Experience being on top, inside, upside down, going around, in front and behind.
- •Know about many different people, things and actions.
- •Talk about experiences with parents and other adults.
- •Have crayon and paper for scribbling.
- •See many books and other printed materials in the home.

See page 3 for a list of suggested books.

COPY ME

Make simple designs with 2 to 4 colored building blocks. Encourage your toddler to copy what you made. Talk about what you are doing, and use lots of smiles and praise.

BALL GAMES

1. Use a clothes basket for a goal. The toddler throws balls or bean bags at the goal.
2. Stack blocks or sponges and let the toddler roll a large ball to knock them down.
3. Collect clean empty plastic syrup bottles to set up for bowling. Your toddler rolls a large ball to topple them.
4. Use lightweight inflatable balls for kicking toward a goal or person.
5. Provide foam balls for throwing freely.

Cheer your young athlete!

POLITE SOCIETY

Your toddler has been observing you for months. Help her learn polite behaviors such as how to speak on the telephone, wave bye-bye, open the door for guests, shake hands, say please and thank you, and ask for food at the table. Play pretend games with dolls and stuffed animals to help her learn good manners. Be consistent with your expectations. Praise good behavior.

TOYS

Toddlers like push/pull toys. She has fun with 3-wheel scooters. Outdoor play in the park brings new adventures where she can play on slides, swings, low jungle gyms and merry-go-rounds. Toy phones, building blocks, formboards and pegboards, and shape sorters are good at this age. Both boys and girls like dolls and stuffed animals. Add to your collection of balls of all sizes. Expensive "educational" toys are not necessary.

Toys you can make are pull toys and simple jigsaw puzzles. Tie shoe boxes or egg cartons together with cord, and attach a large wooden bead or ring securely to the end of the cord so your toddler can pull it easily. To make jigsaw puzzles, paste colorful pictures on cardboard; cut into 2 or more pieces.

PLAYING GROWN-UP

In a basket, box or old suitcase, assemble a collection of dress-up items. Use old clothes and shoes. Don't forget scarves, ties, aprons, hats and beach towels which can become wonderful capes. Allow the toddler to use her imagination. Exciting treasures for this collection can be found at yard sales.

LET'S PRETEND

Use dolls and stuffed animals in everyday activities. Have a tea party with them. You can eat pretend food. Let them join you and your toddler for reading and storytelling.

SCRIBBLE-SCRABBLE

Give your toddler a large crayon and paper for scribbling. Save junk mail, inserts in the newspaper and used computer paper for her to mark on freely. Praise these marks and don't expect them to resemble real things.

MINE AND YOURS

Assemble several personal items that belong to you and some that belong to your toddler. Place them on a low table or on the floor. Help her decide which item is "mine" and which is "yours."

CHANGES

Think about ordinary changes that your toddler might not have seen but that adults take for granted. Talk about "before" and "after." Has your toddler seen:

- an egg change from raw to cooked?
- ice melt to make water?
- a spoiled piece of fruit?
- baking soda make vinegar bubble?
- eggs being colored? (Try beet or carrot juice mixed with a little vinegar.)
- oranges made into juice?
- a piece of her baby clothing that no longer fits?
- a picture of mom or dad as a child?
- a picture of herself as an infant?
- a new house or other building being built?

You will think of other changes yourself. Keep a sense of wonder alive in your young child.

THE GREAT IMITATOR

Encourage your toddler to make animal noises when looking at pictures or reading books about animals. Sing *Old MacDonald Had a Farm* (page 34) and have fun with the animal sounds. Talk about and help your toddler imitate the sounds of the refrigerator, household pets, a fan, the timer alarm, an airplane or car, a siren, birds, and others you think of.

Take your toddler on a "listening walk" and see how many sounds you and he can hear and imitate.

BOXING MAGIC

Save large boxes. They are great for your toddler to:

- Get inside.
- Turn upside down.
- Make pretend furniture.
- Climb on top of.
- Push or pull.
- Crawl through.
- Look out the "windows." (You have cut them.)
- Pretend it's a house, garage, store or whatever she imagines.

Save small boxes. Your toddler will use them to:

- Put things in.
- Dump things out of.
- Put boxes inside boxes inside boxes.
- Find a surprise you have made. (Play a discovery game by placing a surprise toy in nested boxes.)
- Make small pull toys by attaching a cord with your help.
- Stock a pretend store with clean empty boxes from the kitchen.
- Build a tower.

THE CHILD'S DEVELOPMENTAL SIGNALS

Level 7 (From about 24 months to about 36 months)

- •Practices the skills from earlier levels
- •Rides a simple tricycle
- •Asserts independence; resists suggestions
- •Becomes less "clingy"
- •Is curious and interested in new circumstances; continues to explore his world
- •Likes new objects and people
- •Looks to adults for help
- •Begins solving problems with the mind as well as hands
- •Thinks about things, but as a child, not as an adult; may come up with unusual ideas
- •Sees things from his point of view
- •Thinks moving objects could be alive
- •Understands words and sentences
- •Uses more words, phrases and sentences but has limited speaking ability; understanding language is more important than speech at this age
- •Knows and says his name
- •Engages in 2-way conversation
- •Enjoys playing with peers
- •Enjoys make-believe
- •Enjoys building and making things; scribbles and draws; takes pride in his accomplishments
- •Likes picture books

WHAT PARENTS CAN DO

LIBRARIES

A library has many books you and your child can enjoy together. Check out an armload. If you don't have a library card, make plans to get one. Most libraries require identification and a utility bill or other document that gives proof of residency. Children's libranans enjoy helping parents find the right books for their children. As you read books together, you will discover which books your child prefers. Find out when story hours are scheduled at your library. Toward the end of this level, your child will be ready to take part in these times when he can learn about many books and take pleasure in group activities.

READ TO ME

Continue your regular habit of reading aloud for a short happy time every day. Your child will enjoy songs and rhymes and stories that have a lot of repetition. He will have favonte books which he will ask you to read over and over again. Many delightful books can be checked out at your public library. A list of suggested titles is found on page 3.

COUNT ME IN

As a part of your everyday activities, count objects, people and fingers and toes. Count together when your child helps you set the table, fold the laundry, buy groceries, pick up blocks and toys, bring in the mail or other chores. Count as you look at picture books. This should be fun and a natural part of your times together.

PASTA PROJECTS

•Pasta Sorting - Buy pasta in several different shapes such as shell, elbow macaroni, spiral, or wheel. Ask the produce clerk for trays used to pack apples or pears. Begin playing this game by placing one or two pasta shapes in the depressions in the tray. Put some of the same shapes in a basket or box to the side. Show your child how to match the shapes. After some practice, he will be able to sort 4 or 5 shapes. This is fun and something he can do alone with encouragement from you.

•Pasta Art - Cook some spaghetti until it is not quite ready to eat but is soft and sticky. Let it cool. Give your child a piece of heavy paper, cardboard or an uncoated paper plate. Hand him one length of pasta at a time to twist, twirl and form into a design he likes. The soft pasta will stick to the paper. A drop of food coloring in the water will tint the pasta.

•Pasta Jewels - Choose big shapes of pasta such as rigatoni to string on a long shoestring for a necklace or a shorter one for a bracelet. To make pretty bright colors, dip the uncooked pasta into a strong solution of water, food coloring and a teaspoon of vinegar. The longer the pasta sits in the solution, the brighter the color. Spread it on waxed paper to dry. It is best to let it dry overnight before stringing.

TELL ME WHAT

Play a thinking game with your child. Lay a collection of objects on a table or the floor. Choose items such as a ball, cup, spoon, toothbrush, comb, book, flashlight or crayon. Say to the child, "Tell me what you drink out of." Praise his response. If it is wrong, tell him it was a good try but he drinks out of a cup. Soon he will know all the answers. Later on, you can play the game without the objects being in sight.

CONVERSATION

Your child now has a large vocabulary of words he understands. Give him many opportunities to speak. Use short sentences and questions. Then patiently allow him to respond. Do not finish sentences for him. Expect your child to speak. He should use words for requests, not grunts and gestures. Praise and appreciate his attempts to speak. He may have a favorite word or phrase he uses the wrong way. It may seem cute and funny, but do not make fun. If it seems important, use the word correctly in a sentence.

TAKING TURNS

Ball games are good ways to help your child learn to wait his turn. Say, "Now it's my turn to roll the ball. Now it's your turn." Make the game fun.

STICK TOGETHER

Provide a variety of sticky items for your child to experiment with. Cardboard from gift boxes makes a sturdy background for a design or "creation." Suggestions for sticky stuff are:

- •Scotch tape, masking tape, electrical tape
- •Small pieces of contact paper
- •Fun stickers, labels, dots, name tags
- •Lick 'em stars, Christmas seals, hole reinforcers
- •Postems
- •Bandaids
- •Stickers in junk mail

BEAN BAG FUN

Stitch scraps of cloth into bean bags. Stuff with dried beans for older children. For young children, stuff with shredded foam, cotton balls or crumpled paper. You and the child can play catch with bean bags or toss them into a container. Your child can balance them on his head.

FUN WITH PLAYDOUGH

Playdough is good for many creative activities. Let your child play freely with it with just his hands. Then you can show him how to make balls, ropes and patties. He can pretend he is making biscuits, cookies or pies. Give him a small rolling pin, a plastic knife or cookie cutters. He can practice using children's scissors by making a long rope of dough and cutting it into small sections.

Your child can help prepare homemade playdough using this recipe.

PLAYDOUGH

2 cups flour
2 cups water
1 cup salt
1/4 cup cooking oil
4 teaspoons cream of tartar
food coloring

Mix dry ingredients. Add wet ingredients. Mix well. The dough will look like melted ice cream. Pour into a pan and cook over low heat until it is rubbery, stirring often. Cool. Knead on floured surface until smooth. Store in a covered container. It does not need to be refrigerated.

SING AND SWING

Sing songs with your child that involve parts of the body and encourage movement. Try these and others found on pages 29-34:

Put Your Finger in the Air
Clap your Hands
Hokey Pokey
Eency Weency Spider

Check out records and tapes from the library. Watch *Sesame Street* and sing along.

FLANNEL BOARD GAMES

Children love flannel boards. Cut a piece of felt or flannel a little larger than the cardboard you have cut to the size you want. Sixteen inches square or bigger is a good size. Staple, paste or tape the edges over the cardboard. Lean the flannel board against the wall. Cut felt shapes or buy them from educational supply stores; glue felt to the back. Cut pictures from old magazines or coloring books to use for storytelling. Pieces for a story can be stored in a large envelope which has the title on the outside.

SILLY STORIES

When you first try this game, your child may need a lot of help. Make up a cooperative story. The two of you can play together or you may include others in the family. Try a simple story like this:

The elephant said _____. (Let the child fill in his idea.)
After the elephant picked up the man with his trunk, the elephant _____.
The man said _____.
Then the elephant and the man went to the grocery because both of them liked to eat _____.

THE CHILD'S DEVELOPMENTAL SIGNALS

Level 8 (From about 36 months to about 48 months)

- •Enjoys vigorous physical activity
- •Practices skills from earlier levels
- •Can dodge, throw, stop and go, and turn sharp corners
- •Shows signs of increasing independence
- •Cooperates; likes to do things the right way
- •Uses language for 2-way communication
- •Asks for help from adults
- •Asks "what" and "why" questions
- •Begins to understand concepts of:
  - Space: in, on, beside, under
  - Colors: red, blue, green, yellow
  - Relative speed: fast, slow
  - Number: one to ten; one and more than one
  - Money: penny, nickel, dime, quarter (knows the names, not value)
  - Shapes: circles, triangles, squares
  - Alphabet: knows words are made of letters
  - Opposites and differences
- •Thinks about her world; may express original ideas about how things work together
- •Enjoys scribbling and drawing
- •Enjoys playing with peers
- •Enjoys building with blocks and interlocking pieces; builds bridges
- •Enjoys stories about other children; likes poems and rhymes

WHAT PARENTS CAN DO

READ TO ME

One of the best things you can do to help your child learn is to read aloud to her. You will find many wonderful books at your public library. A suggested list is on page 3. Here are some hints.

- •Pick a regular time for reading every day.
- •Try to choose a time when the TV or telephone won't interrupt.
- •Find a spot that's quiet and comfortable.
- •Hold the child on your lap, or sit side by side.
- •Make sure the child can see the pictures and the words.
- •Read with expression, but don't overdo it.
- •Have fun.

FINGER PUPPETS

Help your child make her index finger into a puppet. Make facial features with a washable marker. Then use your imagination. A paper circle and a bit of glue become a hat A scrap of cloth wrapped around the hand is clothing. Your child is ready to make the puppet move and "talk." Another idea is to cut cartoon characters from the newspaper. Paste each one on a strip of heavy paper about 1 inch by 4 inches. Overlap the ends and paste together to form a tube that fits the index finger.

MAKING A BOOK

Keep a collection of large colorful pictures of familiar objects torn from magazines, newspaper inserts and catalogs. Let the child choose the pictures she wants in her book. Paste one picture on each sheet of paper or cardboard. You can cover the pages with clear adhesive plastic. Punch holes on the left side and tie with yarn.

An older child may want to label the pictures in the books she makes. A book may be about favorite things, things on wheels, animals or things that are a particular color, as a red book. When the book is finished, you can read it together.

GIANT LETTERS

Make a child- size giant letter to introduce your child's initial to her. Cut it out of wrapping paper and attach it to a door with masking tape. Every time she finds an item or picture that starts with her letter, tape it to the giant letter. For example, if the name is Carol, items might be a card, candy wrapper, comb, or pictures of a cake or a car.

CARD GAMES

Make a deck of cards from 3 by 5 index cards. Take 12 cards and 6 sets of pictures of identical items your child knows well, such as 2 houses, 2 dogs, 2 cars, 2 shoes, and so on. Commercial stickers children like are good for this project, or you can cut pictures from a magazine or catalog.

Before you begin the game, go through the cards and talk about them. Play a version of Concentration. Lay the cards face down in two rows. Let the child turn over one card and tell what it is. Then let her turn over another card and identify it. If the two cards match, she takes the cards and proceeds to play again. If the cards do not match, then it is the parent's turn. This game helps with vocabulary, memory, concentration and taking turns.

A LITTLE GROWN-UP

Let your child help with chores at this age when she wants to help. She can help set the table, load the dishwasher, sort the laundry, sweep the porch or walk, sort cans and bottles for recycling and do other jobs under your supervision. Show her how to use a vacuum. Let her have some of her own tools such as a broom, toy hammer or screwdriver. These ideas are appropriate for boys as well as girls.

If the parent uses sports equipment, the child will like her own tennis racquet, baseball glove, golf club and so on. A collection of grown-up's clothing, shoes, hats and accessories can furnish many hours of fun and creative play.

BOOKS COME ALIVE

Read stories such as *The Gingerbread Man, The Billy Goats Gruff, The Three Bears* or *The Little Red Hen* to your child. Then you can act out the story. Make character masks from a paper plate. Cut the smaller center from the plate. Use crayons or colored paper or yarn to finish the masks. Staple elastic that fits the head to the sides. You and your child can act all the parts by changing the masks as the action changes. Fun activities like this make books come alive and increase the child's appetite for more.

Foods can help books come alive, too. For *The Gingerbread Man*, make cookies or decorate Pepperidge Farm gingerbread men with icing and raisins. For *The Three Bears*, make oatmeal for porridge. Use fresh apples, pears, plums, strawberries or oranges when you read *The Very Hungry Caterpillar*. For *The Little Red Hen*, you can make bread from scratch or from biscuit mix or with frozen dough. Your child will enjoy these projects. With practice you will think of other ways to make books come alive.

COOKING TOGETHER

Let your toddler help make simple foods such as sandwiches, fruit salads, pancakes and cookies. As you work together, you can talk about sizes and shapes. Try these recipes:

PEANUT BUTTER MORSELS

1/2 cup peanut butter
3 1/2 tablespoons powdered milk
1 teaspoon honey

Mix together. It will be like playdough. You can form it into interesting shapes. Then roll the shapes in wheat germ or graham cracker crumbs. Enjoy.

***

CLOWN SALAD

Place a ring of pineapple on shredded lettuce. Use a cherry for the clown's nose, raisins for eyes, marshmallows on mayonnaise for a smiling mouth and shredded carrots for a fringe of hair.

***

JIGGLERS

4 small packages (or 2 family size packages) gelatin, any flavor
2 1/2 cups boiling water or apple juice

Completely dissolve gelatin in boiling water or juice. Pour into a 13 by 9 inch pan. Chill until firm, about 3 hours. To unmold, dip pan in warm water about 10 seconds. Cut into squares, or use small cookie cutters. This is a fun snack your child can eat with her hands.

BEST COPY AVAILABLE

THE CHILD'S DEVELOPMENTAL SIGNALS

Level 9 (From about 48 months to about 60 months)

- Expands use of language to include many words and sentences
- Asks many questions
- Thinks about and tries to understand the parts of his world
- Enjoys physical activity: racing, jumping, hopping, skipping, climbing, riding tricycles
- Expresses affection
- Likes pretend and dramatic play
- May have imaginary companions
- May be brash or silly to "show off"
- May tell tall tales, brag or tattle
- Draws pictures with few details
- Likes large blocks; builds structures
- Throws ball overhand
- Enjoys music and responds freely
- Explores actively; often appears harum-scarum
- Enjoys silly rhyming (mitsy, bitsy, witsy)
- Likes books and stories about children and animals
- Plays with other children
- Understands and uses the concepts listed in Level 8

WHAT PARENTS CAN DO

MEASURING KIT

Make a measuring kit you and your child can use in the home together. Alone the child can use the kit with water or sand play. In a shoe box, put these items:

1 set plastic or metal measuring spoons
1 set plastic or metal measuring cups
1 large marked plastic measuring cup
1 small ruler
1 measuring tape

EVERYDAY SIZES

Talk about the sizes of the items you use in your home.

Examples:

Sodas - 1 liter, 2 liters, 16 ounces
Milk - cup (also called half pints), pint, quart, half gallon, gallon
Shoes - as 10
Shirts - small, medium, large; numbered sizes for children
Cans of food - ounces
Butter and margarine - ounces, pounds
Turkey, chicken, meat, bacon - ounces, pounds
Gasoline - gallons
Snapshots - inches

Talk about how your child is growing in inches and pounds.

Talk about the temperature in degrees as well as warm and cold.

MY OWN CALENDAR

Near the end of the year, you can often get calendars from banks or insurance companies. Give one to your child for his own. Mark birthdays and other important dates. Let the child draw or cut pictures from a magazine to illustrate the special dates.

BIG AND LITTLE

Use size words such as big, large, little and small as you do everyday activities. Play a game by putting together a big and little example of these and other items: pairs of shoes or socks, toothbrushes, cups, forks, plates, pajamas, or balls. Then say to your child, "Hand me the big plate." Praise him. Then ask for other items.

Or have the child sort the items into 2 boxes, one for big things and one for little ones. Let the child tell you why he made the choices he did.

A DIRECTION WALK

Take a walk with your child in your neighborhood. Teach him the names of the streets nearest his home. Talk about going right, left and straight.

WHO AM I?

Be sure your child knows these important facts. Make learning them fun and special. Talk about them often. Praise your child for remembering. He should know:

1. His first and last name
2. His street address and phone number
3. Emergency number 911 and how and when to use it
4. Dad's workplace and phone number, if possible
5. Mom's workplace and phone number, if possible
6. The name of his city

READ, READ, READ

Read to your child every day. Read a lot of books. Try some of the books that have tapes with them. Go through parts of the newspaper together, and read the comics or sports items or funny human interest stories. You may want to check out some children's magazines at the library. Think about books or magazines as gifts for your child. Help your child read signs and labels on food containers.

As you read books together, talk about these book words: title, author, front, back and pages. A list of suggested books you and your child can enjoy together is found on page 3.

Try to find time to read for your own information and pleasure. The public library has many good books about parenting and understanding your child.

TELEVISION

Take advantage of *Sesame Street* and other children's TV programs to help your child learn. As often as you can, watch with your child. Talk about the program. Try to do some follow-up activities.

REFRIGERATOR MAGNETS

Display your child's art and scribblings on the refrigerator. This will encourage him and make him feel special. Use inexpensive kitchen magnets, or make your own together with your child. You may buy magnetic tape at craft stores. Glue it to the backs of pretty seashells, large buttons, cutouts from heavy greeting cards or any small item you like. If you would like the child's picture along with his papers, you can find magnetic frames at photo and variety stores. This is a way you can reward the child's good efforts now and later when he brings home papers from school.

GO FISHING

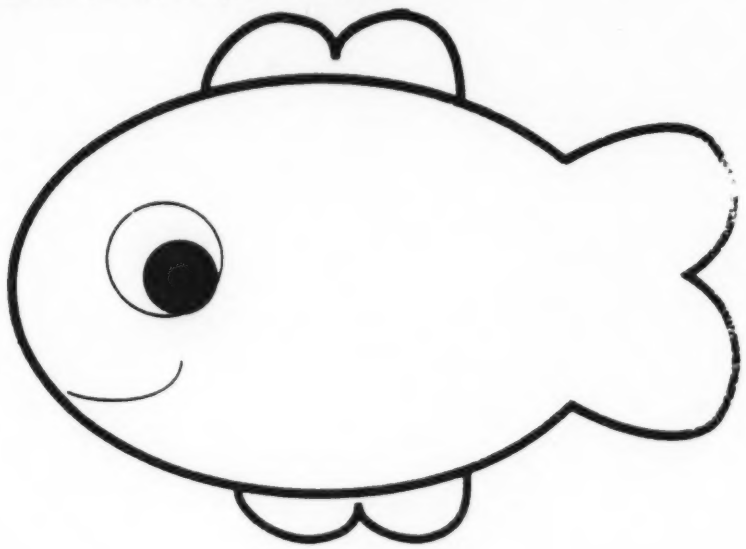
This game can be a fun way to help your child learn colors or shapes. As he gets a little older, you can use it for letters of the alphabet, numerals and words.

Example: Color Fish

Use the pattern below to make a fish of each of these colors: red, blue, green and yellow. (Add other colors after he learns these.) Put two staples side by side in the nose of each fish. Make a pole about 2 feet long from a wooden dowel. Tie a string about 2 feet long to one end of the pole. Tie a small magnet to the other end of the string. Put the fish in a plastic tub or bucket. Let the child go fishing. As each fish is caught, help the child name the color. Encourage him with lots of praise and excitement.

Shapes Fish

Use the same procedure, but draw or paste a shape on each fish. The fish can be any color. Start with circles, triangles and squares.



I CAN DO IT MYSELF, MOM!

As your child develops, he likes to do more and more things himself. Of course, you know he still needs close supervision, but you can give him freedom to create projects on his own. His own art corner or basket can foster independence and is great for rainy days. These are some items to include:

- Child scissors
- Small stapler
- Large crayons or washable markers
- Large pencil
- Paper for drawing and pasting (Recycle bags, newspapers, junk mail, etc.)
- Cardboard patterns to trace
- Old magazines and catalogs for cutting
- All kinds of "Wonder Stuff" (cotton balls or medicine bottle stuffers, drinking straws, popsicle sticks, clean cupcake liners or coffee filters, pipe cleaners, stickers of all kinds, bits of yarn and lace, paper doilies and whatever your imagination thinks is safe and usable)

SONGS, POEMS AND RHYMES

Traditional Action Rhymes

Two little eyes to look around,
Two little ears to hear a sound,
One little nose to smell what's sweet,
One little mouth that likes to eat.

These are baby's fingers,
These are baby's toes,
This is baby's tummy button,
Round and round it goes.

Eye winker, Tom tinker,	(Touch one eye, then other eye.)
Nose smeller, Mouth eater,	(Touch nose, mouth.)
Chin chopper, Guzzle whopper!	(Touch chin, then tickle neck.)

Knock at the door	(Touch his forehead.)
Peek in	(Peek through circle of thumb and forefinger.)
Turn the latch	(Twist baby's nose gently.)
And walk in.	(Put finger in baby's mouth.)

Up and down again
High and dry and steady
Baby rides on Mammy's knee
Until her supper's ready.

To market, to market
To buy a fat pig.
Home again, Home again.
Jiggety jig!
To market, to market
To buy a fat hog.
Home again. Home again.
Jiggety jog!

(These are good for dandling [up and down movements] and knee bouncing.)

Shoe the little horse,
Shoe the little mare,
But let the little colt
Run bare, bare, bare. (As you dry baby, pat her feet and dance them up and down.)

Rub a dub dub,
Three men in a tub
And who do you think they be?
The butcher, the baker,
The candlestick maker,
Throw them out, knaves all three!

Traditional Action Rhymes

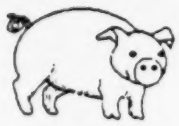
See my fingers dance and play,
Fingers dance for me today.
See my ten toes dance and play,
Ten toes dance for me today.

Open them, shut them,
Give a little clap.
Open them, shut them,
Lay them in your lap.

Round about, round about,
Catch a wee mouse,
Up a bit, up a bit,
To his wee house.

(Run finger around baby's palm, then creep up her arm and tickle her under her arm.)

This little pig went to market,
This little pig stayed home,
This little pig had roast beef,
This little pig had none,
This little pig cried WEE! WEE! WEE! all the way home.



Wee wiggie,
Poke piggie,
Tom whistle,
John gristle,
And old Big Gobble, Gobble, Gobble!

(Begin with the little toe.)

Peek-a-boo,
I see you
Hiding behind my chair.
You rascal you,
Peek-a-boo, boo,
Hiding behind my chair.

(Substitute other places.)

Pat a cake, pat a cake,
Baker's man.
Make me a cake
As fast as you can.
Pat it and prick it,
And mark it with a B,
And put it in the oven
For Baby and me.

Thumb and pinky,
Thumb and pinky,
What's this in between?
Three more tiny fingers.
Now all can be seen.

Soft kitty, warm kitty,
Little ball of fur.
Sleepy kitty, tired kitty,
Purr, purr, purr.

Traditional Action Rhymes

WHERE IS THUMBKIN?

Where is thumbkin, where is thumbkin?	(Hands behind back.)
Here I am, here I am.	(One hand out, thumb up. Other hand out, thumb up.)
How are you today, sir?	(First thumb bends up and down.)
Very well, I thank you,	(Second thumb bends up and down.)
Run away, run away.	(First thumb behind back; second thumb behind back.)

Repeat with:

Where is pointer?...	(Use first finger.)
Where is tall man?...	(Use middle finger.)
Where is ring man?...	(Use ring finger.)
Where is pinkie?...	(Use little finger.)
Where are all the men?...	(Use whole hand.)

DIDDLE, DIDDLE DUMPLING

Diddle, diddle, dumpling, my son John,
Went to bed with his stockings on,
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John!

Traditional Action Songs

EENCY WEENCY SPIDER

The eency weency spider
Went up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain,
And the eency weency spider
Climbed up the spout again.

RING AROUND A ROSY

Ring around a rosy,
A pocket full of posies,
Ashes, ashes,
We all fall down.

Traditional Action Songs

LOOBY LOO

Here we go looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night.

(For the chorus, walk to the circle's center and back.)

I put my right hand in,
I take my right hand out,
I give my right hand a shake, shake, shake,
And turn myself about.

(Stop and do the actions.)

Chorus...

I put my left hand in...

Chorus...

I put my right foot in...

Chorus...

I put my left foot in...

Chorus...

I put my whole self in...

Chorus...

ROW, ROW, ROW YOUR BOAT

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream!

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it,
Clap your hands.
If you're happy and you know it,
Clap your hands.
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it,
Clap your hands.

Traditional Action Songs

OLD MACDONALD HAD A FARM

Old MacDonald had a farm,
Ee-igh, ee-igh, oh!
And on that farm he had some chicks,
Ee-igh, ee-igh, oh!
With a chick, chick here
and a chick, chick there,
Here a chick, there a chick,
everywhere a chick, chick.
Old MacDonald had a farm
Ee-igh, ee-igh, oh!

Old MacDonald had a farm,
Ee-igh, ee-igh, oh!
And on that farm he had some ducks,
Ee-igh, ee-igh, oh!
With a quack, quack here
and a quack, quack there,
Here a quack, there a quack,
everywhere a quack, quack.
With a chick, chick here
and a chick, chick there,
Here a chick, there a chick,
everywhere a chick, chick,
Old MacDonald had a farm,
Ee-igh, ee-igh, oh!

Keep adding animals.
Cows.....moo...
Pigs.....oink...
Cats.....meow...
Horses.....neigh...

Bedtime Rhymes

THE MAN IN THE MOON

The Man in the Moon
looked out of the moon,
And this is what he said,
" 'Tis time that, now I'm getting up,
All children went to bed."

WEE WILLIE WINKIE

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock,
"Are the children in their beds,
for now it's eight o'clock?"

Look for more books with songs and poems at your public library.